



Kibworth CE
Primary School

A place of discovery and friendship

Looking For Learning Handbook

The aim of this handbook is to help the reader understand what we expect to see in every classroom to help children engage within an effective learning environment, where effective feedback is key in order for children to make outstanding progress.

Please read the information carefully and apply the principles within your classroom, please seek advice if you would like to develop further understanding.

Happy Learning!



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Primary School

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Looking For Learning Handbook



Our whole school approach towards a learning focused environment and the use of effective feedback.



What did you think when you left your
classroom at the end of the day
yesterday?

What do you remember doing at Primary
School?

What do you remember learning?

Which lesson do you remember the most
and why?



Looking for Learning

At Kibworth Primary School we have created a learning focussed environment in which we strive for every child to achieve and be engaged within their own learning journey. As a staff, we are dedicated to the belief that learning should be at the heart of everything we do.

Our school's definition of learning:

'Learning is a memorable journey of acquiring, understanding, consolidating and applying new skills and knowledge.'

Please ensure this is displayed in your learning area.

Looking for Learning

What's it all about?

Instead of focussing all our efforts on teaching, curriculum, resources and management and hoping that learning will appear in the centre, why don't we start with learning and work outwards?

Learning should not be seen as a lucky by product of school activity; it should be its core purpose.



A school for

Teaching for
learning

Ethos for
learning

Structures and
systems for
learning

We aim for everything we do at the school to have learning as the purpose. We strive for all aspects of school life to be learning focussed. In our decision making we have learning at our heart.



Learning!

Students for
learning

Community
for learning

Curriculum
for learning

Leadership for
learning



Looking for Learning helps to establish in our school a shared sense of what matters by focusing everybody's minds from the start on whether there is any learning going on.

Where learning is happening we celebrate, where it is not we look at why?

It's an "aha moment"



- An epiphany
- An attitude shift
- A mind shift
- A wake-up call
- An eye-opening experience

So...at the end of the day try to ask yourself and your colleagues:

What learning took place in my/your classroom today?

How much learning took place in my/your classroom today?

What did I do to help the learning in my class today?

Was there sufficient learning in school today?



It is easy to lose our core purpose and get wrapped up in 'stuff'.

Learning Language

In every learning focussed classroom we expect children to understand and use the following language to help them articulate their learning. These words should be displayed and talked about in each classroom. They should be used by the children and by adults in their feedback and discussions about learning.

Beginning, Developing, Mastery —learning is a process, it has a start point and an infinite number of recognisable end points, depending on what we are learning and at what stage.

Consolidating—automatic, established. The pathway is clear for all to see. Happens with knowledge and skills. Can be slower with skills. Steadily more and more secure.

New Learning—Insecure, fuzzy, unstable. It is what we should expect to see in every classroom.

Treading Water—No amount of revisiting will improve the learning. Appear on task, working hard.

Drowning

(Or other suitable word for younger children)

Children may be struggling when:

We interrupt new learning

We are moving on too quickly.

A state of confusion, occurs when real learning has not had a chance to become embedded.

It can be a positive struggle but also negative.

(makes links)

(consolidation is being unravelled)

How do we make this careful judgement when looking for learning?



Kinds of Learning

We expect children to know and understand the kinds of learning that will be taking place. At the beginning of the learning we need to make it clear the kind of learning it is and at what stage we are learning it. For example a group of children may be consolidating a skill, another group might be learning new knowledge.

Skills— Skills are practical, knowing how.

Essence of many disciplines, relatively few and consistent over time, developmental, different to access, can be new or consolidated but also there are processes, beginning, developing and mastery.

Knowledge—knowing 'that'. Knowledge is continually expanding, often right or wrong, easily accessible.

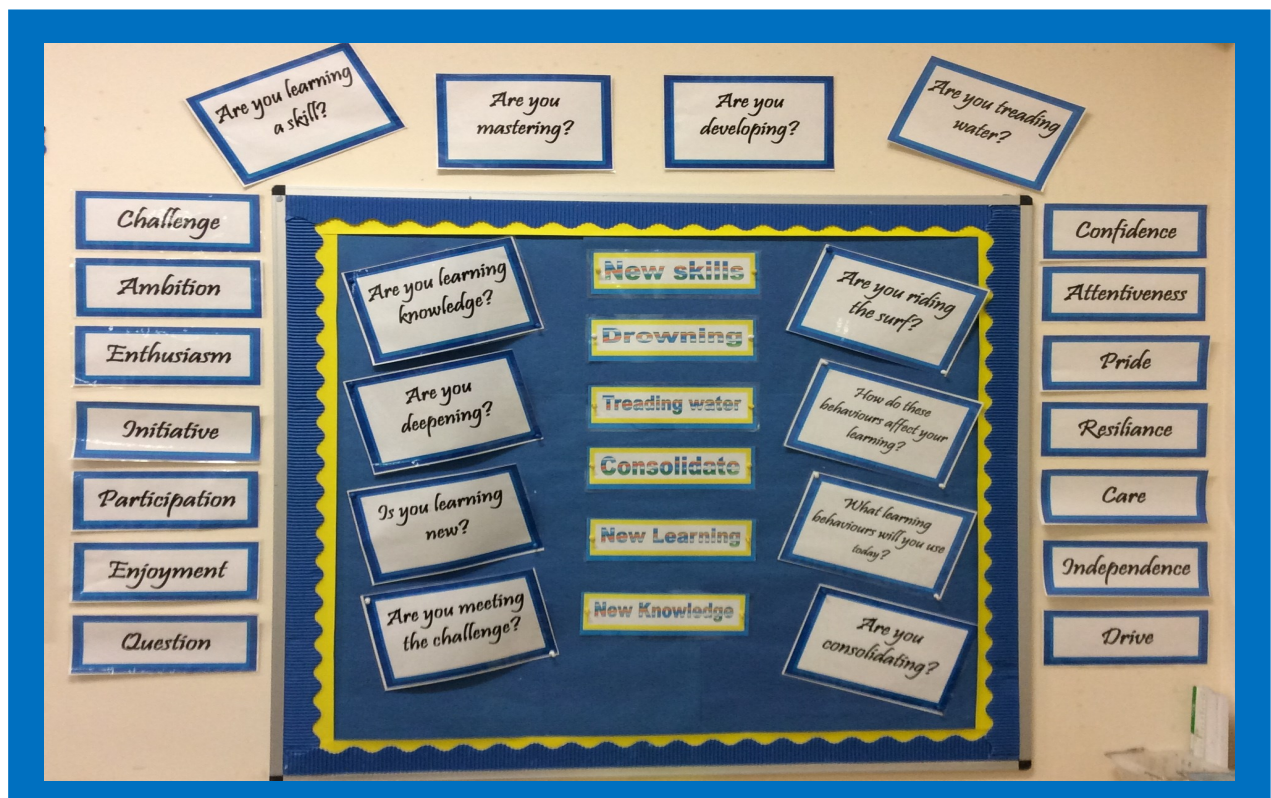
Knowledge can be essential, motivational transformational.

Understanding—the steady incorporation of ideas and concepts into our overall scheme of how things are. Understanding is when complex, multiple connections of neuronal pathways are made.

Hard to assess and evaluate.

Understanding can often be seen during the application of skills and knowledge within context.

Look on the web at explanations for children about how we learn, there are many good videos



Helping children to engage with their learning and to reflect on their Learning Journey.

In all subjects we aim for the children to be able to reflect on their learning and articulate what they have learnt, at what stage they are and what they need to do to improve.

Effective feedback can happen at anytime during the lesson and doesn't always have to be written. Oral feedback at the point of learning is vital, conversations throughout the lesson about learning have great impact on progress during the lesson. Feedback may be written and ready for the start of the next lesson. Children will be given time to do their own reflections and to read reflections written by an adult.

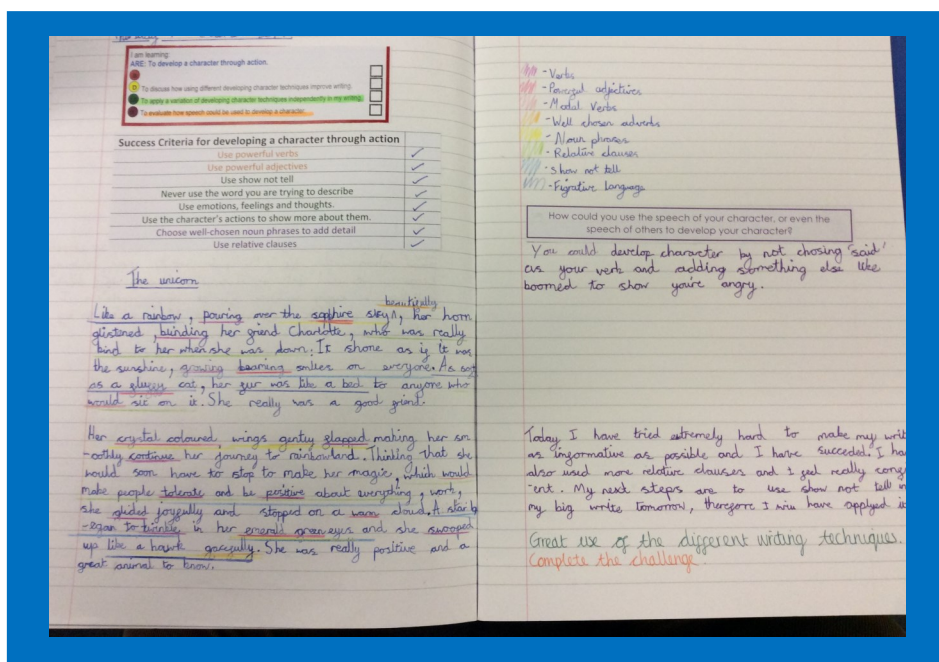
Children will have access to all of their end of year expectations either in their books or within the classroom environment.

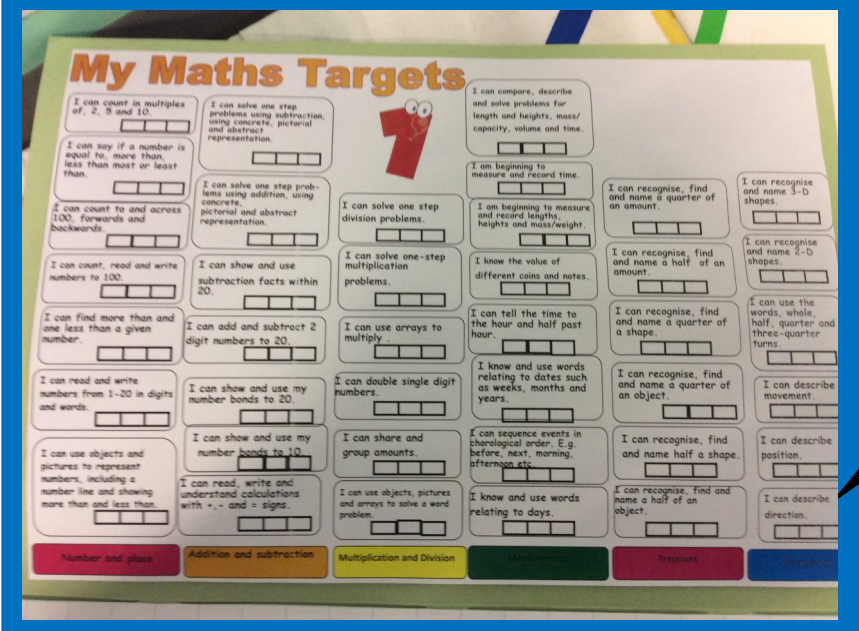
Effective Feedback

Staff use lots of different ways to help engage children in their learning. Within this handbook each year group has set out the methods they use, including effective feedback frames, called successful learning grids. These are used at the start, during and end of new units of learning. They also help the adult make assessments and decide if the child is working towards, met or exceeded the ARE's. This information is then fed into the schools assessment tool.

It is important to get a balance of effective feedback, oral and written. Always think about the impact of your feedback and how it will be accessed and acted upon.

Be an excellent role model in your feedback, model good use of vocabulary, model examples, use clear, legible and cursive handwriting.

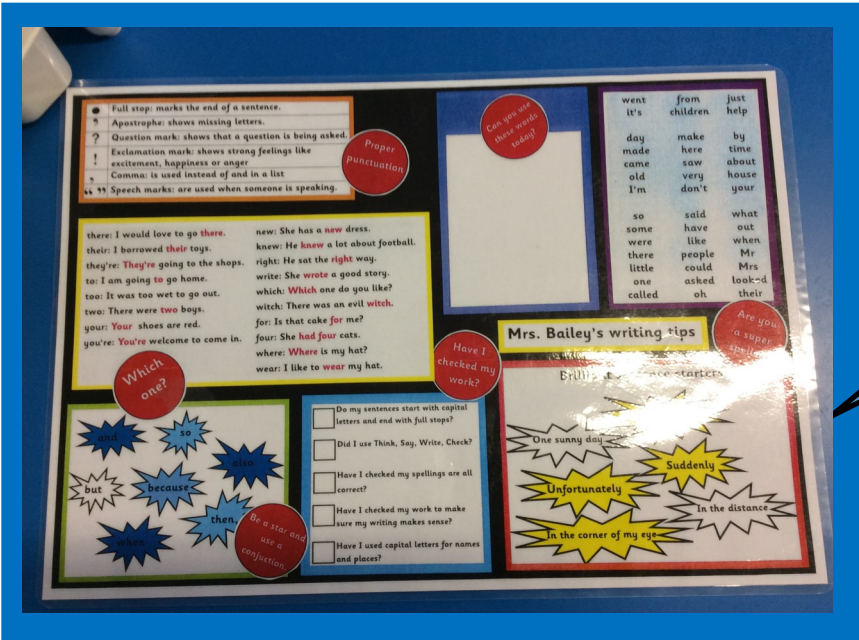




Age related expectations displayed in the front of books so that children can reflect against these.



Looking for Learning displays in every room, displays all of the vocabulary and the ARE's. The display can be creative and needs to grab children's attention



Tables have success criteria and learning prompts for children to refer to.

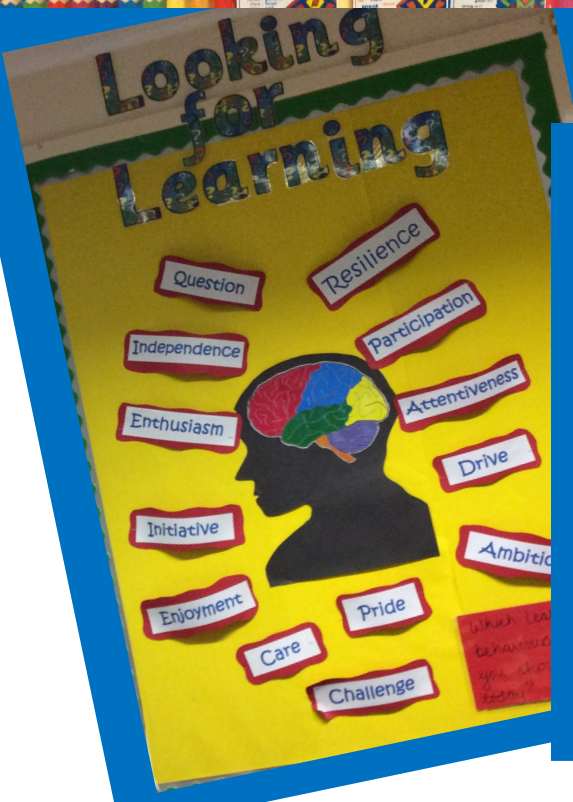
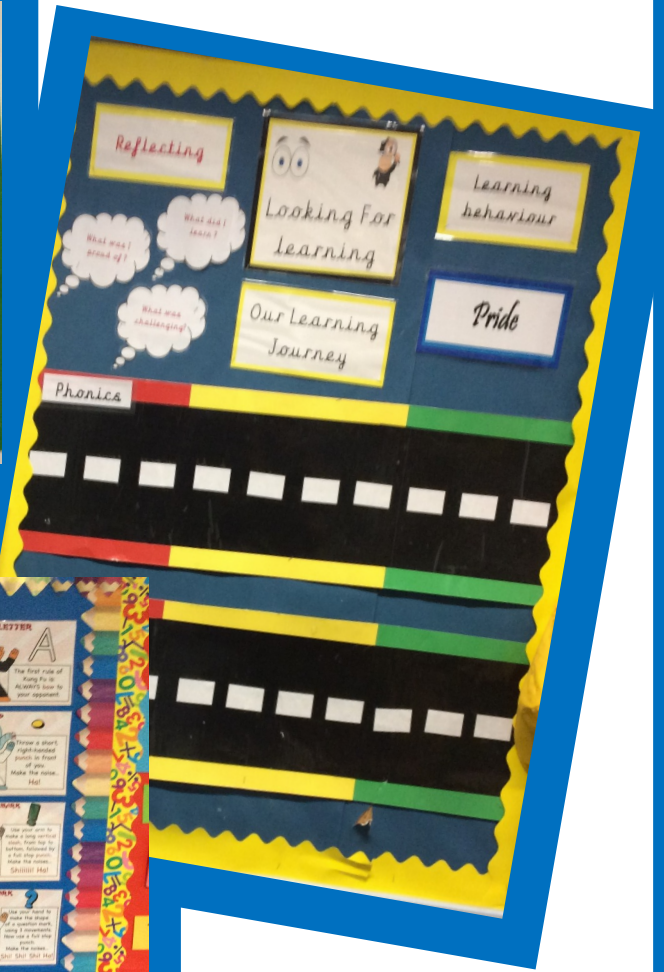
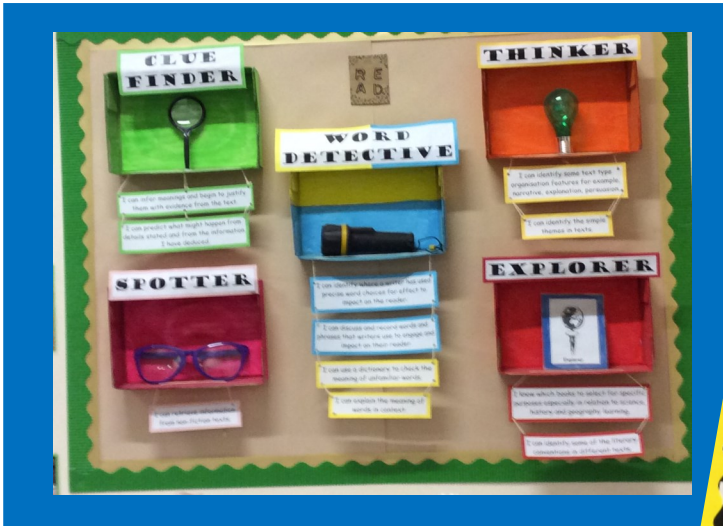
The Learning Environment

In order for children to successfully engage in their learning we want to provide a place that is stimulating, interactive and full of resources to help children engage effectively in their learning.

These are non negotiable and we expect to see them in every classroom.

- Looking for Learning area with vocabulary and ARE's on display
- ARE's in books for core subjects.
- LFL Successful learning grids used at the start and end of new learning
- Feedback to be clear and well modelled.
- Cursive script used by adults and children
- Resources available such as sound mats, dictionaries, number lines, writing equipment, rulers etc.

FOR HANDWRITING PLEASE SEE THE SCHOOL'S
HANDWRITING POLICY



The seven Looking for Learning Questions.

There are times when we look at learning in each class using a lesson study type approach as outlined in the L4L toolkit. When we join together for lesson study we use the seven L4L questions to evaluate the effectiveness of learning happening. We also use these questions when observing individual teachers. Examples of these sheets can be found at the back of this pack.

There is also a L4L questionnaire for you to complete to help you judge how learning focussed is your classroom environment and your teaching.



The seven LfL questions

These are used to evaluate learning in your classroom.

1. Is there any learning going on?
2. Is the learning appropriate?
3. Is the learning sufficient?
4. Is the learning engaging?
5. What are the adults doing to help learning in the classroom?
6. What is the school doing to help/hinder learning in the classroom?

For more detail about these questions please refer to the guidance at the back of this pack.

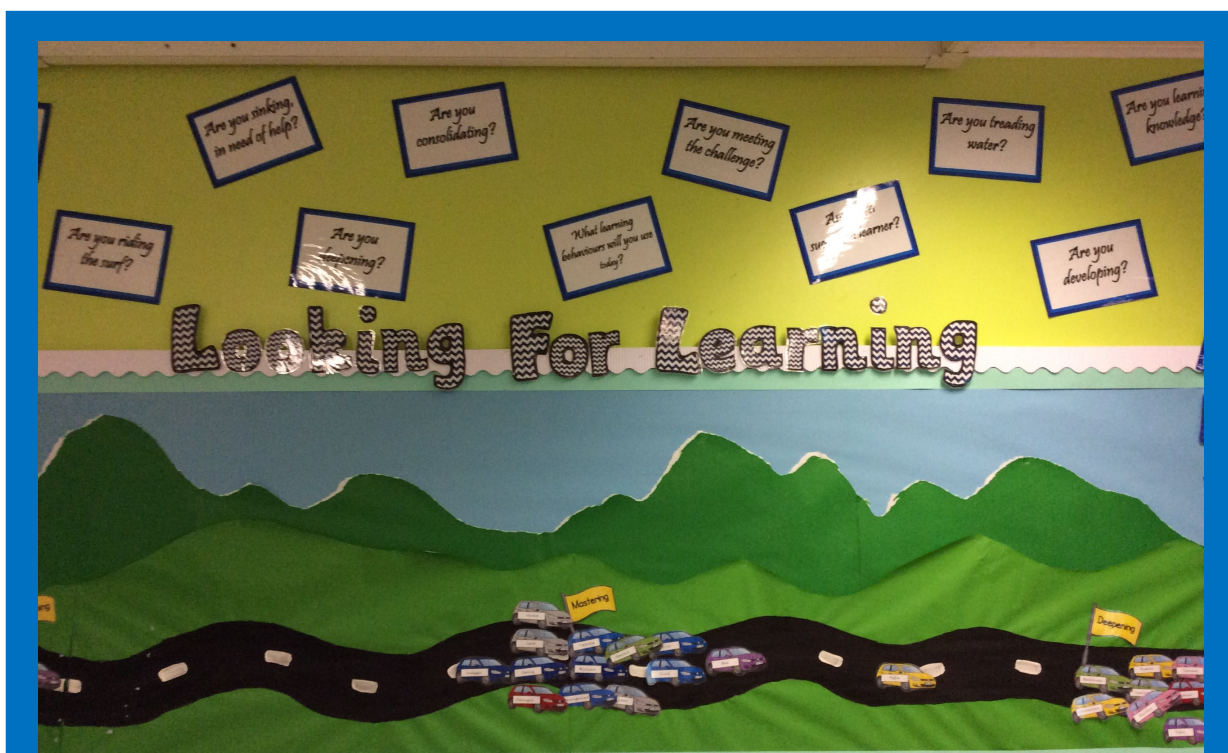
There is also information about how to make

L4L observations and how to use the

observation forms.

Looking for Learning In Action

The following section gives specific detail about how effective feedback looks in each year group. The aim is for each year group to be consistent with the L4L philosophy but to have their own effective ways to engage children in their learning journey and provide effective feedback across the year group.



Successful Learning Preview

Learning Focus: Developing Characters

ARE Reading

To infer characters' feelings, thoughts from actions.

ARE Spelling

I can proof read to check for errors in commonly misspelt words.
I can use the first 3 or 4 letters of a word to check spelling in a dictionary.
I can use morphemes as a spelling strategy.
I can use spelling strategies at the point of writing.

ARE Writing

To develop characters through action and dialogue
To use modal verbs to indicate degrees of possibility
To add well-chosen detail to interest the reader
Exceeding: To use expanded noun phrases to add detail

Steps to Success

	D	M	D	Self-Assessment
I can define a modal verb				
I know a range of modal verbs				
I use modal verbs to add degrees of possibility				
I use show not tell to develop characters				
I infer a character's feelings/thoughts from their actions				
I use dialogue to develop a character				
I use action to develop a character				
I choose well - chosen vocabulary to add detail to a character				
I can use expanded noun phrases to add detail to a character				
I can proof read to check for spelling errors.				
I know what morpheme is and how to spell words correctly at the point of writing.				
I can use the first three or four letters of a words to check spelling in a dictionary.				

My Target	Learning Behaviours
My target is to find out about modal verbs because I don't know much about them.	To succeed in my target I will use challenge to push myself to get to where I want to be.



Successful Learning Review

Learning Focus: Multiplication and division

Age Related Expectations

- I can multiply and divide numbers mentally.
- I can multiply and divide numbers up to four digits by two digits.
- I can divide numbers up to four digits by one digit.
- I can solve problems in context that involve multiplication and division.
- I can apply knowledge of multiplication tables up to 12 x 12.

Steps to Success

	Self	Teacher
I know what strategies there are to work mentally.		
I can apply my knowledge of multiplication tables up to 12 x 12.		
I know the place value spaces and use them accurately when multiplying and dividing.		
I can use the expanded method accurately for multiplication.		
I can use long multiplication effectively.		
I can use short division accurately. - decimal remainder		
I can use long division.		
I can use reasoning to solve multiplication and division problems.		

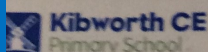
Next Steps in Learning

My thoughts:

This topic in math has been fun I have learned alot.

My teacher's thoughts:

Good understanding of short multiplication and short division. Keep practising your times tables.



EYFS

Looking for Learning



Teacher Assessment

Each unit of work recorded in maths or English books should have a 'Looking for Learning sticker' showing an objective for skills and knowledge linked to the Early Years Foundation Stage Development Matters document. Steps for learning should be identified and highlighted with a green pen if they are met or an orange pen if they are not. All L4L labels need to be dated.



Looking for Learning

16/03/2016

Read and write numerals from 0 to 20, then beyond; use knowledge of place value to position these numbers on a number track and number line

Remember to...

Move each object in turn or touch each object whilst saying the next number (counting)

Only count each object once

Record the last number you say as that is the number of objects in the set

Look at the tens column of the number and decide if the number is less than 10

Find where the numbers less than 10, 'tens' numbers and 'twenties' numbers go on the number line/track/square

Look at the units column of the number and make sure that the units column of the number before is less and the units column of the number after is more



Looking for Learning

14.01.2016

- Write simple sentences which can be read by themselves and others.
- Rehearse sentence by saying out loud
- Use phase 3 phonic knowledge to sound out words correctly
- Use a word bank
- Know which letters represent the sounds in words
- Begin sentences with a capital letter
- End sentences with a full stop.

For recorded activities which are part of the learning journey to achieve each learning goal a smaller sticker will be used to describe the process success criteria.

Doubling numbers—10 23.03.2016

- Share out the spots onto the two wings
- Record the dots using a pencil
- Count the number of dots in each group

Written feedback

All written feedback should be presented in cursive script.

In line with the schools marking policy a green pen should be used to highlight successes and an orange pen used for development points. Marking should focus specific learning points and not be overly detailed.

When the piece of work is assessed the following must be selected and noted in Green Pen.

I - Independent

T - Teacher Led

TA - TA Led

Initials of person marking the work must be provided.

Written marking should be done in the presence of the child where possible with verbal feedback including a positive comment and a next step.

When an observation is made; pupils are assessed against development matters, characteristics of effective learning and Leuven's well being and involvement scales which are recorded within Tapestry Online Learning Journal. This is shared with children and parents at points throughout the year.

Verbal feedback

Verbal feedback is consistently given by the supporting adult and provides the best feedback for EYFS children









Verbal feedback should allow the child to recognise strengths in their approach and areas for extending their learning and deepening understanding.

Self-Assessment




'The Road to Success'

Children use visuals to communicate their assessment of their learning in an activity they have completed or are engaged in. They will be encouraged to identify their confidence level by selecting how far along the road they have travelled.

At the end of a unit or theme the children will complete a self assessment grid. Key skills of capital letters, finger spaces, full stops, handwriting and thinking of sentences before writing are self assessed at the end of every unit

The Road to Success				
Past the finish line				Writing Checklist
				A
Zooming along				
				●
Stuck at the start line				
				abc
My next step is ...				

All recorded work is self assessed either by children highlighting a sticker.

Week ending 28/04/2016		
I can double numbers to 10		
		

Or choosing which box children place a personalised car in the Red, Amber or Green card.



Tapestry

All children will have a personal on-line Learning Journey, hosted by Tapestry, which records photos, observations and comments, in line with the Early Years Foundation Stage, to build up a record of each child's experiences and learning

It is expected that a core subject post will be made every week for each child.

Classroom displays will include

End of year Age Related Expectations drawn from the Early Years Foundation Stage Development matters document

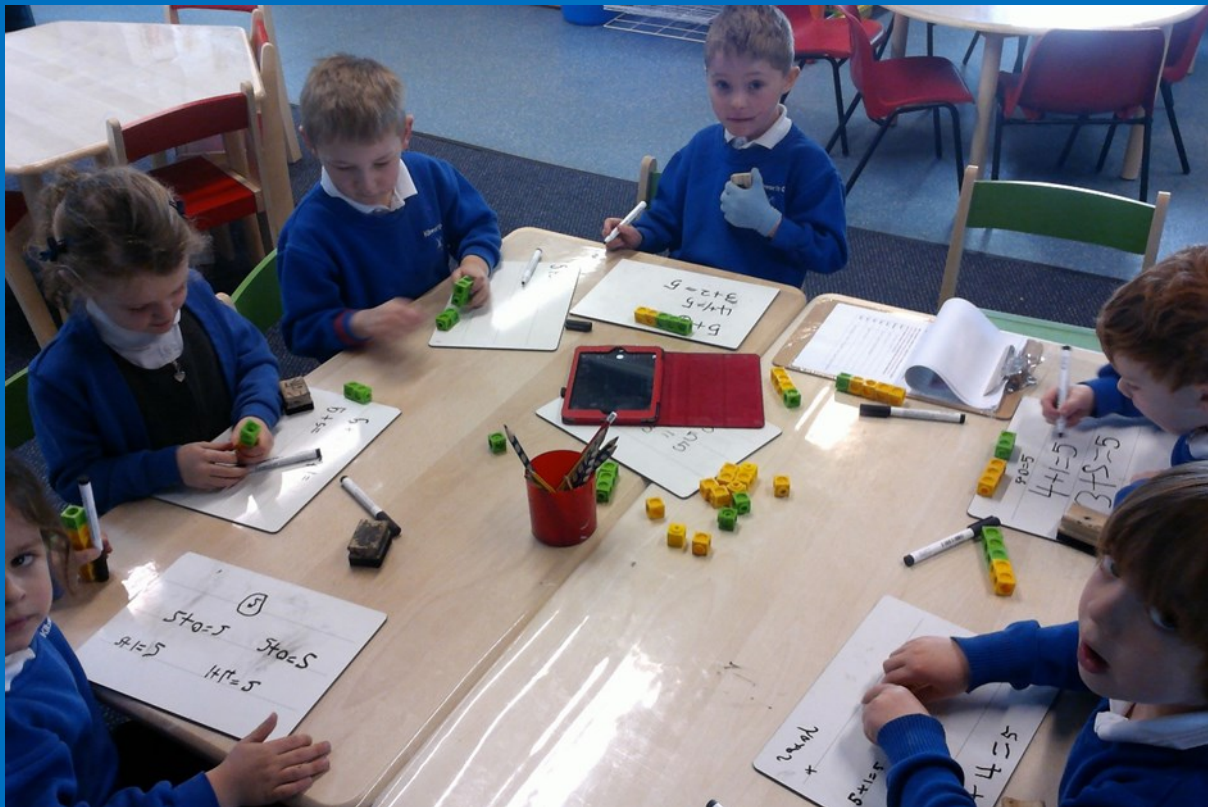
A 'Looking for learning' board showing a road depicting 'The road to success'. This



Relevant phonemes for the phases children are currently working towards
High frequency and tricky words
A number line
A display celebrating children's success

Resources available for each child will include

Phonics phase mat
Number track



Year 1

Looking for Learning



Teacher assessment

All pieces of writing marked should be done so in cursive script. Green for a positive comment and orange for an area that needs to be improved.

English-


On the inside cover is an ARE sheet, which is child friendly. It has three rectangles which are to be dated/coloured according to the child succeeding at the set skill. The whole objective to be highlighted green once the skill has been achieved. (A copy of the sheet attached).

At the beginning of a new unit of work, a looking for learning sticker should be added into the work book, this is to include LO and steps to success for the learning and road to success. Example below.

The LO label needs to include the following-

- Date
- LO linked to the ARE.
- Steps to success- to be highlighted according to the individual child's ability at the skill.
- Supported/independent , teacher/TA to highlight accordingly.
- Road to success, at the end of each lesson the child is to add themselves, according to how they feel about their learning that day.
- Steps to success to be coloured either, orange/green/purple depending whether the child is developing-mastery-greater depth.
- Activity underneath is also to be highlighted accordingly.

Successful learning



15.11.17

LO: *I can start sentences in different ways.*

Independent
supported

Steps to success:

I can think, say, write, check my sentence.

I can use capital letters to start a sentence.

I can use a full stop to end a sentence.

I can separate words using finger spaces.

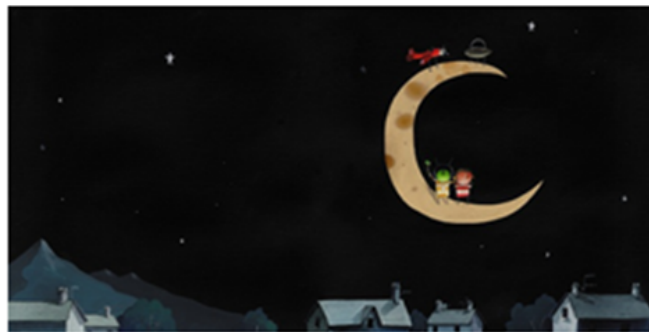
I can start sentences in different ways

Challenge: can join two sentences together using and, but, so

Where were you on the road to success?

Beginning
Developing
Mastering

Year one got a message on the walkie talkie from Ollie on the moon. He needs our help to get down and back home! Here are our ideas of what he could do below!



Big write

Self-assessment sheet to be used before writing to discuss the steps to success and the skills the children will need to work on. (Use the writer's tool kit to explain). Child friendly pictures are by each steps to success to help children's understanding.

Once the work is completed teacher to model completing the self-assessment sheet. Discuss with the children what have learnt during the lesson and their next steps; what do they need to improve on? At least one of the skills is to be linked to, 'looking for learning'.- Teacher to highlight, and add a comment in green and orange.

I can write a descriptive sentence:

10.11.17



Child	Steps to success	Teacher
	<p>Think, say, write, check</p>	
	<p>Capital letters</p>	
	<p>Finger spaces</p>	
	<p>Full stops</p>	
	<p>Interesting adjectives</p>	
	<p>And</p>	
	<p>Challenge: Similes</p>	

I have learnt to...

Next time I need to...

Teacher's comments:

Children to respond to their feedback (orange comments), for example, LCWC (look, cover, write, check,) handwriting practise, adding the correct suffix, verbal feedback comment, using a word, phrase in a sentence correctly etc.

Marking symbols to be used

LCWC- look, cover, write check.



- Practise.



- Correct or not use of capital letters



finger spaces

Maths-

On the inside cover is an ARE sheet, which is child friendly. It has three rectangles which are to be dated/coloured according to the child succeeding at the set skill. The whole objective to be highlighted green once the skill has been achieved.

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LO: I can subtract confidently.

Steps to Success:

I can subtract by crossing out.

I understand the words, subtract, minus, take away, difference.

I understand how to write the subtraction symbol and understand take away means the number gets smaller.

I can use my number bonds to subtract.

I can use a number line to subtract.

I can make subtraction number stories.

I can solve subtraction problems.

I can write addition and subtraction sums.

I can use my fact families.

Where were you on the road to success?

beginning

developing

mastery

assisted

independent

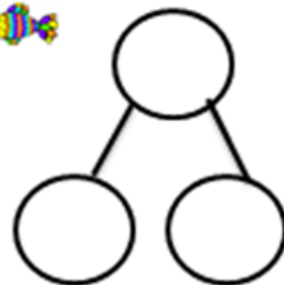
Solve the problem. Subtract using the part whole model.



$$\square - \square = \square$$


















fish are big.



On the IWB at the beginning of every lesson, ask the children where they think they are on the road to success. Highlight the steps to success they have achieved so far.


Big maths-

Successful learning grid linked to reasoning, problem solving and the rubric grid. This will be at the front of the books as a point of reference.


LO: I can explain my reasoning to solve problems.		17.11.17
Child	Steps to success	Teacher
	I can solve a number sentence. 	
	I could explain my reasoning. 	
	I can confidently use my maths thinking. 	
	I can explain the rule to find the answer. 	
	I showed resilience to find the answer. 	

Beginning of ever new unit of work a cover page to be attached and a skill sheet, indicating the main areas of skills to be taught.

Paws, Claws and Whiskers.



Science skills



I can identify and classify things.	I can sort some animals on a simple branching diagram with features such as meat eaters and non meat eaters, can swim and cannot swim.
I can suggest what I have found out.	I can say why certain animals have particular characteristics.
I can talk about similarities and differences.	I can classify animals according to a number of given criteria.
I can use simple equipment to make observations.	I can sort animals into categories (including fish, amphibians, reptiles, birds and mammals).
I can ask simple scientific questions.	I can classify and name animals by what they eat (carnivore, herbivore and omnivore).
Working scientifically.	I can name a variety of animals including fish, amphibians, reptiles birds and mammals.
	Animals, including humans.
Science Skills	Biology

Paws, claws and whiskers.




I can explain how some people have helped us to have better lives.	I can cut food safely.	I can learn to understand the word programme.	I can learn to locate and name the main continents.
I understand where food comes from.	I can use technology safely.	I can follow a series of instructions.	I can use compass directions.
I can log on to the computer.	I can use pencil to create lines of different thickness in drawings.	I can create a series of instructions.	I can name the four countries in the United Kingdom and locate them on a map.
I can drag and drop using the mouse on the computer.	I can use pencil to create lines of different thickness in drawings.	I can create a repeating pattern in print.	I can use world maps and labels to find the places on the world.
I can learn to understand the word algorithm.	I can use pencil to create lines of different thickness in drawings.	I can cut, roll and cut materials.	I can explain some of the main things that are in the world's places.
I can ask questions about a piece of art.	I can create a series of instructions.	I can describe what I can see and give an opinion about the work of an artist.	I can use a map to locate physical features e.g. forests, hills, mountains etc.
I can create a series of instructions.	I can create a repeating pattern in print.	I can create a series of instructions.	I can use compass directions.
I can create a series of instructions.	I can create a repeating pattern in print.	I can create a series of instructions.	I can use compass directions.
History	Design Technology	ICT	Art
			Geography

Once a skill has been taught it is to be highlighted. Every lesson, a sticky label to be attached and highlighted by the class teacher.



As a designer I can cut food safely.

17.11.2017

Context: Alien Cous Cous.

Steps to success:

I can explain how to be safe when cooking.

I can cut food using the claw and bridge method.

I can blend to read a recipe.

I can follow a recipe successfully.

I am learning to use scales to measure.

I can show good teamwork and co-operation.

Year 2

Looking for Learning



Maths and English

At the beginning of each learning journey the children are given the opportunity to preview the learning from the coming unit.

Guided by the teacher (giving clear examples) they look at each step in the learning journey and assess using colours whether they are below, developing or mastering each step at the beginning of the journey.

Successful Learning Preview

16.09.17	
Learning Focus: The Light House Keeper's Lunch - Narrative	
Steps to Success	D M G
	Child
I can sequence the events in a story and know how they are related	
I can orally retell a story	
I can correctly use full stops to end sentences	
I can use capital letters at the start of sentences	
I can use capital letters for proper nouns (names), places and days of the week	
I understand what a present and past tense verb is	
I can change present tense verbs into past tense verbs	
I can write consistently in the past tense	
I can make simple predictions based on illustrations and what I have read	
I understand the different parts of a narrative (story)	
I can plan the main events in a narrative (story)	
I can write a narrative (story)	
I can proof read my own writing for mistakes in spelling, grammar and punctuation	



For each Maths and English lesson the children have a targeted learning objective showing which ARE they will be working on during that lesson or sequence of lessons. The ARE is broken down into Developing, Mastery and Greater depth statements which enables the children to clearly assess (again using colour) what depth of learning they have achieved that lesson.

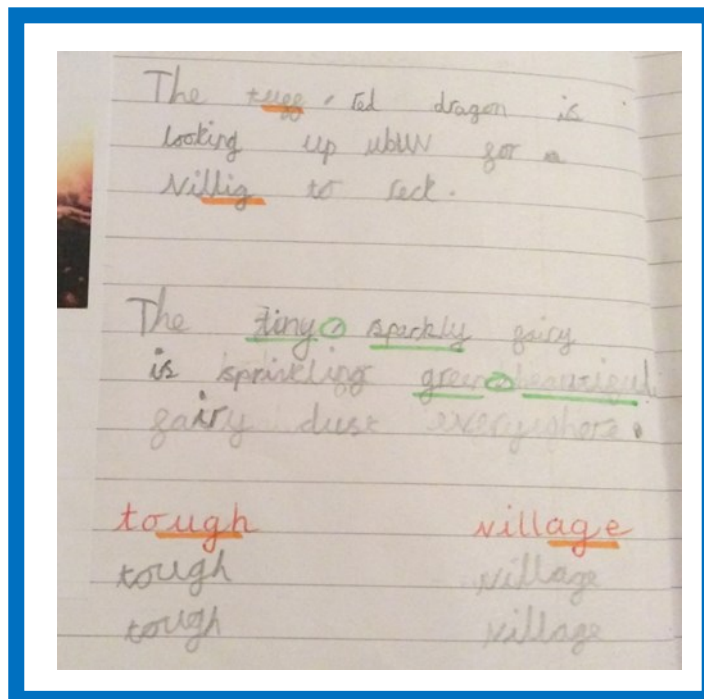
31.10.17

ARE: To make simple inferences from illustrations, characters' actions and speech

Child

D	I start to make inferences using illustrations	<input type="checkbox"/>
M	I can make inferences using parts of the text	<input type="checkbox"/>
G	I can make inferences and give evidence this using parts of the text	<input type="checkbox"/>

The children's independent tasks are marked using orange and green pens in line with the school's marking policy. When appropriate, next steps may be given for the children to respond to independently or with support if needed. Spelling is marked in all subjects and children are expected to - look, cover, say, check - the corrected spelling twice in their books.



... 48, 58, ...

If 48 is the 3rd number, what will the 6th number in the pattern be? Explain why?

38, 48, 58

28 38 48 58 68 78

What number?

Can you continue the pattern?
Can you explain the pattern?

- $94 - 90 = 4$
- $94 - 80 = 14$
- $94 - 70 = 24$
- $94 - 60 = 34$
- $94 - 50 = 44$
- $94 - 40 = 54$
- $94 - 30 = 64$
- $94 - 20 = 74$
- $94 - 10 = 84$

You just picking a number
to the answer check why
the tens are getting smaller
because the answer is getting
bigger.

Can you create
your own pattern
like this?

- $71 - 70 = 1$
- $71 - 60 = 11$
- $71 - 50 = 21$
- $71 - 40 = 31$
- $71 - 30 = 41$

At the end of the learning journey, the children are given the opportunity to reflect on the same objectives now that they have had the relevant teaching. The teacher also has the opportunity to reflect on the child's learning and assess each step in the learning journey at a Developing, Mastery or Greater Depth level.


The children also reflect on their learning as a whole; identifying some new learning they have secured and a next step for themselves. The teacher gives general feedback with regards to success and the way forward.

This end reflection is important as the children are able to see and record their progress from the beginning of the journey and understand how to move their learning on.


Successful Learning Review

2.2.18			
Learning Focus: Multiplication and Division			
Steps to Success	D M G	Child	Teacher
I can recognise and make equal groups			
I can understand multiplication as repeated addition			
I can use and interpret a range of multiplications			
I can solve problems involving multiplication			
I can draw an array to show multiplication			
I can divide by sharing			
I can divide by grouping			
I can divide by 2			
I can use multiplication and division facts to recognise odd and even numbers			
I can divide by 5			
I can divide by 10			
I have learnt...			

Teacher comment...			



Kibworth CE
Primary School
A place of discovery and friendship



Years 3 and 4

Looking for Learning



Teacher Assessment

Year group appropriate ARE statements will be inside the front cover of English and Maths books. These are for children and adults to refer to when discussing learning, they form a point of reference for both the teacher and child to make judgements against.

All work recorded in English and Maths books should have a title that clearly shows Age Related Expectation being worked towards in that lesson. At times there will be a list of steps to success being learnt, this might be published before the learning takes place.

At the beginning of each learning journey the children are given the opportunity to preview their learning.

They self assess where they think they are on the journey at the beginning, give themselves targets and think about the Learning Behaviours they will need.

Successful Learning - Preview	
Learning Focus:	Conjunctions
ARE Reading To identify how the writer has used precise word choices for effect to impact on the reader To discuss and record words and phrases that writers use to engage and impact on the reader To use a dictionary to check the meaning of unfamiliar words	
ARE Writing To use a range of sentences that have more than one clause To write in paragraphs To begin to open paragraphs with topic sentences	
ARE Spelling To spell words with prefixes and suffixes	
Steps to Success	Self-Assessment
I can explain what causal conjunctions are	
I can use causal conjunctions in sentences	
I can explain what contrasting conjunctions are	
I can use contrasting conjunctions in sentences	
I can explain how a persuasive text is structured	
I can explain how authors use paragraphs to structure their writing	
I can explain what a topic sentence is	
I can use topic sentences to open paragraphs	
I can write a persuasive text using a range of conjunctions	
I can write a persuasive text using paragraphs and topic sentences	
I can spell words with prefixes and suffixes	
My Target	Learning Behaviours I will need



For each Maths and English session the children have a targeted Learning objective. This helps the children to evaluate their depth of learning

I am learning:
ARE: To use a range of sentences which have more than one clause

D	To identify contrasting conjunctions in sentences	<input type="checkbox"/>
M	To select appropriate contrasting conjunctions to complete sentences	<input type="checkbox"/>
G	To order sentences using contrasting conjunctions in different ways	<input type="checkbox"/>

Written Feedback

The children's independent tasks are marked in line with the school's marking policy. All written feedback is presented in a cursive script. When appropriate, Steps for successful learning are identified and highlighted.

- Written marking should be done, where possible, in the presence of the child. It may represent a later recording of verbal feedback which has taken place in the lesson.
- A green pen is used to identify successes and an orange pen is used for developmental points, which show children how to move their learning on.
- Spellings and all non negotiable words are corrected if spelt incorrectly in any area of the curriculum.
- Children are given the opportunity to reflect on their learning using a purple pen following some of the lessons.

The image shows three hand-drawn diagrams on grid paper. Each diagram consists of a top circle connected to two middle boxes, which are then connected to two bottom circles. The first diagram has boxes with 54 and 42, and a bottom box with 63. The second diagram has boxes with 24 and 22, and a bottom box with 132. The third diagram has boxes with 30 and 35, and a bottom box with 42. A green checkmark is next to the second diagram. Below the diagrams is a handwritten reflection in cursive: "I felt challenged today because I wasn't ~~so~~ very confident with developing but I moved up to ~~mastery~~ mastery."

Mastery 2.

$$\begin{array}{r} 173 + 134 = \\ \begin{array}{r} 100 \quad 70 \quad 3 \\ 170 \end{array} \quad \begin{array}{r} 100 \quad 30 \quad 4 \end{array} \end{array}$$

$100 + 100 = 200 \checkmark$
 $70 + 3 = 73 \checkmark$
 $200 + 73 = 273 \checkmark$
 $3 + 4 = 7 \checkmark$
 $273 + 7 = 240 \times$

Betty. D has got the last addition sum wrong because he wrote down $273 + 7 = 240$ and he is taking away not adding. Another mistake is that he wrote down 3 instead of 30.

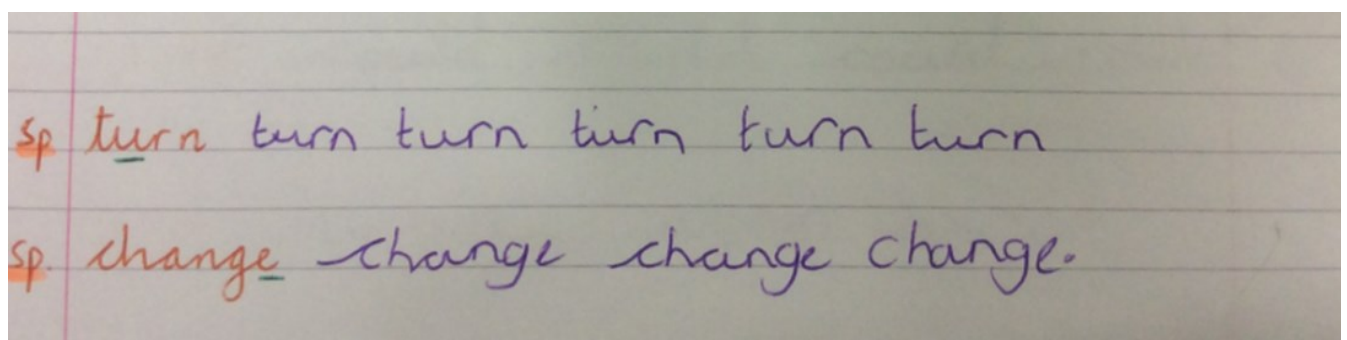
Why should it be 30?
 Explain It should be 30 because it is in the tens column, if it was in the one's column it would be 3.

At the end of the learning journey, the children are given the opportunity to reflect on the same objectives now that they have had the relevant teaching. The teacher also has the opportunity to reflect on the child's learning and assess them against Developing, Mastery and Greater Depth.

The Children also reflect on their learning as a whole and the teacher gives feedback with regards to success and the way forward. The child's reflections will be based on their understanding of the schools learning behaviours.

This end reflection is important as the children are able to see and record their progress and understand how to move their learning on.

Sometimes the children will use a sheet which enables them to preview and review their learning on the same sheet.



Successful Learning - Review

Learning Focus: Conjunctions

ARE Reading

To identify how the writer has used precise word choices for effect to impact on the reader
 To discuss and record words and phrases that writers use to engage and impact on the reader
 To use a dictionary to check the meaning of unfamiliar words

ARE Writing

To use a range of sentences that have more than one clause
 To write in paragraphs
 To begin to open paragraphs with topic sentences

ARE Spelling

To spell words with prefixes and suffixes

Steps to Success

- I can explain what causal conjunctions are
- I can use causal conjunctions in sentences
- I can explain what contrasting conjunctions are
- I can use contrasting conjunctions in sentences
- I can explain how a persuasive text is structured
- I can use contrasting conjunctions to structure their writing
- I can explain what a topic sentence is
- I can use topic sentences to open paragraphs
- I can write a persuasive text using a range of conjunctions
- I can write a persuasive text using paragraphs and topic sentences
- I can spell words with prefixes and suffixes

My Thoughts

My Teacher's Thoughts

successful Learning

Date: Monday 2nd October

Learning Focus: Addition and Subtraction

Steps to success	Pupil- Start of unit	Pupil- End of unit	Teacher
I can add and subtract a three digit number and ones mentally.			
I can add and subtract a three digit number and tens mentally.			
I can add and subtract a three digit number and hundreds mentally.			
I can add and subtract numbers up to three digits using an efficient written method.			
I can solve addition and subtraction problems.			

Effective learning behaviours	Pupil- Start of unit	Pupil- End of unit	Teacher
I will have a growth mindset to help me persevere when things get tricky.			

My Reflection of learning

My Next Steps:

Teacher's comments:

Successful Learning

Date: Wednesday 15th November

Learning Focus: Multiplication and Division

Steps to success	WT	M	EA	Pupil- Start of unit	Pupil- End of unit	Teacher
I understand that multiplication and division involves equal groups				●	●	●
I can multiply and divide by 3				●	●	●
I can multiply and divide by 4				●	●	●
I can multiply and divide by 8				●	●	●

Effective learning behaviours	Pupil- Start of unit	Pupil- End of unit	Teacher
I will show enjoyment in my learning by practising my times tables at home	●	●	●

My Reflection of learning:

I have mastered the skill of multiplying and dividing. The times-table vikings really helped me.

My Next Steps:

My next steps are to practice my times-tables at home more.

Teachers comments:

I agree with your comments Evan. You have mastered all the targets set in this unit. 😊

It would be great if you could practise your x table facts at home more. 😊



Kibworth CE
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Head Teacher: Mr David Briggs

Years 5 and 6

Looking for Learning



Teacher Assessment

English and Maths books will have a copy of the year group AREs inside the front cover. These are for the children and adults to refer to when talking about learning. They will be a point of reference for both the teacher and child to make judgements against. In the Foundation Subjects, the ARE will also be referred to and assessed against.

Successful Learning Grids

Successful learning grids are used at the start, during and end of units. These can be referred to by the child and adult to track progress being made, they also provide effective assessment evidence. Children use them to identify their current level of understanding of the objectives being taught within units. The preview sheet is to self evaluate their prior learning, whilst the review sheet allows them and the teacher to identify their progress within that learning journey.

In Foundation subjects, Successful Learning sheets are used at the beginning and end of topics. The preview sheet identifies what children would like to learn, whilst the review allows them to outline their key learning throughout the topic.

Successful Learning Preview

Learning Focus: Geometry - Angles

ARES

- I know angles are measured in degrees; estimate and compare acute, obtuse and reflex angles.
- I can draw given angles and measure them in degrees ($^{\circ}$).
- I can identify angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180°).
- I can identify other multiples of 90° .
- I can use the properties of rectangles to deduce related facts and find missing lengths and angles.

Steps to Success

R D M D

Self-Assessment

I know that angles are measured in degrees.	●
I know what an acute, reflex and obtuse angle is.	●
I can estimate the size or type of angle.	●
I know what a right angle is.	●
I know what a protractor is.	●
I know how to measure an angle using a protractor.	●
I can use a protractor to draw an angle accurately.	●
I can use a protractor to accurately draw shapes.	●
I can identify angles on a $\frac{1}{2}$ turn (total 180°).	●
I can identify other angles with a multiple of 90° .	●
I can identify missing angles.	●
I can identify missing angles in shapes.	●

My Target

I can't wait to be able to estimate the size / degrees of any angle.

Learning Behaviours

I will need to use drive to get through tricky calculations.



Successful Learning Review

Autumn 2

Learning Focus: Fractions

ARES

- compare and order fractions whose denominators are all multiples of the same number;
- identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths;
- recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements $G \div 1$ as a mixed number [for example, $4 \div 1 = 1$];
- add and subtract fractions with the same denominator and denominators that are multiples of the same number.

Steps to success

D M D

Self-assessment

Teacher

I understand the relationship between fractions and division.	●	●
I can find equivalent fractions.	●	●
I can compare fractions with different denominators.	●	●
I can compare mixed numbers and improper fractions.	●	●
I can find common denominators of fractions.	●	●
I can order fractions with different denominators that are multiples of the same number.	●	●
I can add and subtract fractions with denominators that are multiples of the same number.	●	●
I can solve problems involving fractions	●	●

My thoughts on progression to my target...

I have improved a lot over time and I can't wait to see what's next.

My teacher's thoughts...

Great understanding of multiplying, adding and subtracting fractions.



Off with Her Head!

What would I like to learn?

Who were Henry VIII's 6 wives?
 What did Tudors used to wear?
 Were the Tudors ever in battle?

Steps to Success	New Learning	Consolidating	Mastered
I can draw a timeline with different historical periods showing key historical events or lives of significant people.	●		
I can compare two or more historical periods; explaining things which changed and things which stayed the same.	●		
I can describe how crime and punishment has changed over a period of time.	●		
I can explain how Parliament affects decision making in England.		●	
I can organise line, tone, shape and colour to add detail to figures		●	
I can evaluate and analyse information.		●	



Off with Her Head!

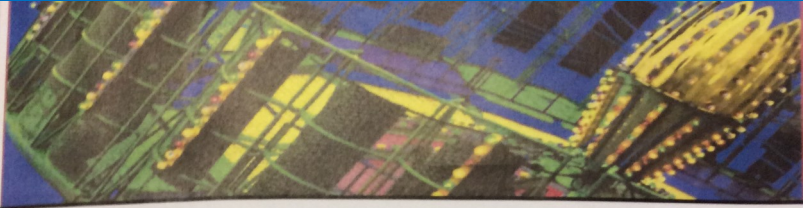
What I have learnt in this topic:

- Henry VIII had 6 wives
- Lady Jane Grey was only queen for 9 days!
- Execution was a form of punishment.

Steps to Success	Consolidating	Mastered	Deepened	Teacher
I can draw a timeline with different historical periods showing key historical events or lives of significant people.		●		—
I can compare two or more historical periods; explaining things which changed and things which stayed the same.		●		—
I can describe how crime and punishment has changed over a period of time.		●		—
I can explain how Parliament affects decision making in England.	●			—
I can evaluate and analyse information.			●	—

What would I like to learn more about?

Other kings and queens

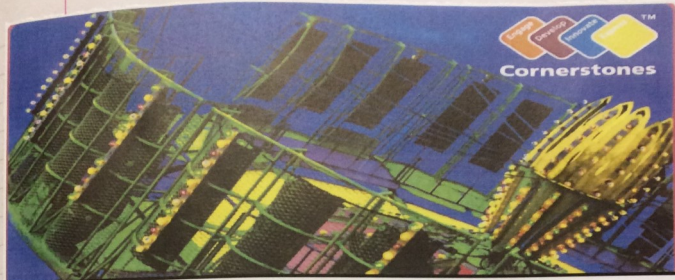


Scream Machine

What would I like to learn?

- Why do people just not fall off rollercoasters
- Why does the thing you sit on not fall off the tracks.
- Why are rollercoasters in different places

Steps to Success	New Learning	Consolidating	Mastered
I can explain what gravity is and its impact on our lives.	●		
I can identify and explain the effect of air resistance.	●		
I can identify and explain the effect of friction.	●		
I can explain how levers, pulleys and gears allow a smaller force to have a greater effect.	●		
I can describe and explain how motion is affected by forces, for example, gravitational attractions and friction.	●		
I can record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.	●		
I can plan different types of scientific enquiry, controlling variables and measuring accurately using a range of equipment.	●		
I can explain how a location fits into its wider geographical location with reference to human and economical features.	●		
I can use a range of tools and equipment competently.	●		
I can give evidenced reasons why materials should be used for specific purposes.	●		



Scream Machine

What I have learnt in this topic:

I have learned that there are lots of different mechanisms and gears on a roller coaster so it is not all about the buckling. I learned that when you are on a roller coaster you don't really need the big belts to hold you down the yours keep you safe.





Steps to Success	Consolidating	Mastered	Deepened	Teacher
I can explain what gravity is and its impact on our lives.			●	—
I can identify and explain the effect of motion		●		—
I can identify and explain the effect of friction.		●		—
I can explain how pulleys and gears allow a smaller force to have a greater effect.			●	—
I can describe and explain how motion is affected by forces, for example, gravitational attractions and friction.		●		—
I can record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.		●		—
I can plan different types of scientific enquiry, controlling variables and measuring accurately using a range of equipment.		●		—
I can explain how a location fits into its wider geographical location with reference to human and economical features.			●	—
I can use graphical modelling to create 3D models to test ideas			●	—
I can give evidenced reasons why materials should be used for specific purposes.			●	—

Daily Learning Sheets

All work recorded in maths or English books should have a date and sheet that clearly shows the Age Related Expectation being worked towards during that sequence of lessons. These will also identify the small steps needed to meet each stage of the journey and beyond, this will usually be typed out before the learning takes place.

In Foundation subjects, the ARE will be used and an opportunity for the children to identify the stage of learning they feel they are at and a self assessment using colours to identify confidence.

Core Subject Daily Learning Sheet

ARE: To find missing angles.		8.9.12
I am learning:		<input type="checkbox"/>
 To estimate the size of acute angles.		<input type="checkbox"/>
 To identify missing angles on a straight line and around a point.		<input type="checkbox"/>
 To find missing angles in a regular shape.		<input type="checkbox"/>
 To find rules which help finding missing angles in parallel lines.		<input type="checkbox"/>

Foundation Subject Daily Learning Sheet

Science	ARE: To identify key features of the universe
	Today I was
	Developing <input type="checkbox"/> Mastering <input type="checkbox"/> Deepening <input type="checkbox"/> my learning.
	My Self Assessment <input type="checkbox"/>

Reflections

Children will be given the opportunity to reflect on their level of understanding and confidence in every English and maths session. These reflections will be completed neatly, in purple pen. Children will have questions to help structure these and will use the school's language for learning to explain their thoughts.

Daily Reflection

Reflection

Today, I learnt the meaning of cohesion which I didn't know before. Cohesion is important because it is what makes texts glow. This was new learning. I feel good about my learning. My next steps are to write a piece of text using cohesion.

L2/A
C2/A

Reflection

This was consolidating for me today and I really understood this learning. I used division skills to help with finding a common denominator. My next steps are to try a problem but work on it for the whole session not just 5 minutes at the end.

L2/A
C2/A

Good use of common denominators.

Can you find a way of comparing the challenge?

Feedback

Children will receive feedback on all work they produce. Feedback should identify how successful children have been and areas for development or consolidation.

Daily learning sheets will be highlighted using green and orange to identify the stage of learning and the children's developing understanding.

As appropriate, written feedback will be provided identifying successful learning highlighting work using a green highlighter or making comments on what the child has done well. Orange pen or highlighter will be used to suggest ways in which the children can move their learning on or to remodel misconceptions. Next steps in learning may be identified or challenge offered. All written feedback should be presented in cursive script.

Children will be given time to respond to their feedback.

17.11.17

ARE: To recognise and convert between mixed numbers and improper fractions.

I am learning:

- To identify and write improper fractions and mixed fractions.
- To compare mixed numbers and improper fractions.
- To reason problems involving mixed numbers and improper fractions.

1. Frankie thinks that ordering the fractions $1\frac{1}{8}$, $5/4$ and $1\frac{2}{4}$ from smallest to largest would look like this because $2/4$ is the smallest fraction. Is he right? Why?

$1\frac{2}{4}$ $5/4$ $1\frac{1}{8}$

1) $1\frac{2}{4} = \frac{6}{4}$ $1\frac{1}{8} = \frac{9}{8}$

$\frac{5}{4} = \frac{10}{8}$

In descending order

Ordered correctly: $1\frac{2}{4}$, $1\frac{1}{8}$, $\frac{5}{4}$

Frankie was incorrect because he thought $1\frac{2}{4}$ was the smallest when, in reality, it was the largest when you order all three fractions.

2. True or false: $1\frac{3}{10}$ and $1\frac{2}{5}$ are less than $2\frac{1}{5}$. Prove it.

Ordered correctly: $1\frac{3}{10}$, $2\frac{1}{5}$, $1\frac{2}{5}$

True

3. Ring or write down any mixed number that is equivalent to the improper fraction.

$\frac{13}{3}$	$2\frac{2}{3}$	$4\frac{1}{3}$	$5\frac{1}{3}$	$4\frac{2}{3}$	$2\frac{2}{3}$
$\frac{14}{4}$	$3\frac{2}{4}$	$4\frac{1}{2}$	$3\frac{1}{2}$	$4\frac{1}{4}$	$2\frac{1}{2}$

$\frac{14}{4} = 3\frac{3}{4}$ $\frac{13}{3} = 4\frac{1}{3}$

Comparing mixed numbers and improper fractions

$3\frac{2}{4}$ is a mixed number. It contains both a whole part, 3, and a fractional part, $\frac{2}{4}$. We read the fraction as "three and two quarters" and this is exactly what we mean.

A mixed number is where the numerator is greater than the denominator. For example,

$\frac{7}{5}$ ← numerator
 $\frac{7}{5}$ ← denominator

A mixed number it would be,

$1\frac{2}{5}$

because 5 is a whole so 1 then there is two left over 5 which you would write down as the fractional part: $\frac{2}{5}$ ✓ Great explanation

Reflection

Today, I have learnt how to compare and switch between improper fractions and mixed numbers. Being able to multiply helped me. I used drive to get me through the lesson.

True or False?

$1\frac{2}{4}$ ✓ This is the correct method for converting mixed numbers to improper fractions. False: you multiply bottom number and add next page.

$2\frac{1}{4}$ ✗ 3 ← and multiply 5 18 you multiply bottom number and add next page.

Add these together → $2\frac{1}{4}$ this number so $2\frac{3}{4} = 4$

Learning Behaviours at Kibworth

Enthusiasm

PRIDE

Confidence

Inquisitiveness

Ambition

Drive

Participation

Attentiveness

Initiative

Independence

CHALLENGE

Resilience